



# Arizona Ready Graduation Rate Task Force

Rebecca Gau, Director

# Goal Revisions

- Goal 3: Raise the high school graduation rate to 93% by 2020, ensuring that all graduates are college and career ready.\*
  - \*College and Career Ready is defined as entering college without needing remediation or entering the workforce with a job that has advancement potential
- Goal 4: Increase the number of students transferring from Arizona community colleges to in-state universities by 40 percent.
  - 2009 = 8,995
  - 2011 = 9,784
  - 40% of 2009 is 12,593 or an increase of 3,598
  - Note: Under review by Joint Council of Community College Presidents
- Goal 5: Double the number of students receiving baccalaureate degrees to 36,000 per year (remains the same)

# Next Steps

- Present recommendations to Governor's senior staff
- Present recommendations to the full Council

# Six Recommendation Areas

1. Early Childhood
2. “Out of School Time” youth development programs
3. CTE / relevance
4. Education and Career Action Plan (ECAP)
5. Career pathways/business involvement
6. Remediation/Dropout prevention/credit recovery (new)

# Early Childhood

- Nine key opportunities exist in Arizona
  - Kindergarten Developmental Index (KDI) pilot in 2014-15 can help link pre-school years with K-3 system
  - Professional Development Systems Building Work group focusing on quality teachers in early years
  - Data system aligning early childhood with K-12 in progress
  - Early Childhood learning standards already developed to align with K-3 common core
  - Interest in extended school year/learning time
  - K-3 reading funding required reading intervention plans
  - Read On Arizona's literacy supports and statewide literacy plan
  - Build AZ and FTF beginning to tackle fractured systems related to professional development, certification and early childhood investments
  - Districts are finding creative ways to fund full day kindergarten

# Quality Standards for Out of School Time

- Five key opportunities exist in Arizona
  - Help OST programs increase their understanding of quality to assist them in developing strategies to improve quality taking their existing resources into consideration
    - Toolkit for districts to get good results in their relationships with Out of School Time providers
    - Use existing Move on When Reading and change in laws to drive energy and results
    - Encouraging cities to voluntarily adopt for their own OST programs
  - Encourage high quality providers into the market
    - Affordability, accessibility, encouragement
  - Identify / research relationships between OST and academic achievement in Arizona
  - Create an assessment
  - Create professional development aligned to the standards

# CTE for Core Subject Credit

- Four key opportunities exist in Arizona
  - Address HQT issue for CTE teachers
    - May be changing in national framework; other states have gotten a waiver – is the BA a hard and fast rule?
  - Clarify role of SBE versus local school boards in awarding academic credit for CTE courses, especially those considered 4<sup>th</sup> year math, and encourage more aggressive processes to get courses approved
    - Reviewed with SBE:
  - Encourage revision of administrative code (R72-302 item f) to allow one credit of fine arts AND/OR vocational education, and other revisions as needed
    - Reviewed board rule:
  - Business community going to push hard on opening up the definitions of pathways for kids

# Education and Career Action Plans

- Four key opportunities exist in Arizona
  - Fund CIS system and ECAP supports
  - Build parent / school awareness
  - Engage the business community and volunteers to help counsel and mentor students while developing their ECAP
    - Was mandated around counseling but needs everyone else involved, not just falling on counselors – maybe get business leaders involved or partner with postsecondary to figure out connections and individualize what kids are doing in school
  - Encourage the development of ECAPs in earlier grades



# Business relationships that lead to relevance

- Five key opportunities exist in Arizona
  - Unify business-education-workforce development conversations currently occurring between “Pathways” team, AMP, Arizona CTE Quality Skills Commission (formerly Arizona Skills Standards Commission)
  - Develop “action plan” based on Morrison Institute (etc) “Challenges-Champions” framework
  - Encourage business involvement in earlier grades
    - ECAP could be part of this, as well as Go Build or other “marketing” of skilled pathways
  - Encourage programs of study that lead to high school graduation AND industry certification – not an “either/or” for students
  - Explore changes to state WIA plan that allow for better alignment between business/workforce development/education, such as AA degrees and use of Perkins funds
    - Local WIA funds could pay for industry credentials for JTED completers

# Drop out prevention/Credit recovery/remediation

- Three key opportunities exist in Arizona
  - Early warning data system
  - Flexibility around Carnegie unit
  - More expansive recovery programs
    - Anywhere, anytime learning
    - Flexible, high quality options for recovered drop-outs
    - Incentives to focus on dropout recovery
    - State or big district act as portfolio manager that encourages different pathways for students based on their age and how far they are from graduation
    - Please see NGA Issue Brief, “State Policies to Reengage Dropouts”

# Foundational Opportunities

- Governor
  - Budgetary
    - Extended learning time, focused on struggling students
    - Adjust/enhance K-3 reading funding to focus on struggling students
    - Encourage high quality entrants into the market through incentive programs/drop out prevention grant
- State Board
  - Require Kindergarten Developmental Index (KDI) be added to data system
  - Credentials for early childhood workers aligned to academic standards
- Council/Grad Rate Task Force
  - Promote creative ways to fund voluntary full day kindergarten that is aligned to state standards
  - Help OST programs increase their understanding of quality to assist them in developing strategies to improve quality taking their existing resources into consideration
- Arizona Ready
  - Enhance visibility of Read On Arizona and Build AZ
  - Identify / research relationships between OST and academic achievement in Arizona

# “Applied” Opportunities

- Governor
  - Budgetary
    - Fund CIS system and ECAP supports
    - Consider pro-active measures that keep students from falling behind such as extended learning opportunities and “learning any time, any where”
- State Board of Education
  - Expand school and district level use of comprehensive, “leading indicator” data and collaborative processes for drop out prevention in state data system
  - Address understanding and awareness of chronic absenteeism (10% absence rate) and its role in a data system
  - Address ELL block leading to under-credited students
  - Encourage the development of ECAPs in earlier grades
  - Address 8<sup>th</sup> grade math as bridge to 9<sup>th</sup> grade algebra
  - Encourage programs of study that lead to high school graduation AND industry certification – not an “either/or” for students

# “Applied” Opportunities

- Council / Task Force
  - Engage the business community and volunteers to help counsel and mentor students while developing their ECAP
  - Unify business-education-workforce development conversations currently occurring between “Pathways” team, AMP, Arizona Skills Standards Commission
  - Develop “action plan” based on Morrison Institute (etc) “Challenges-Champions” framework
  - Encourage business involvement in earlier grades
- Arizona Ready
  - Explore changes to state WIA plan that allow for better alignment between business/workforce development/education, such as AA degrees and use of Perkins funds
  - Build parent / school awareness of ECAP
- Other issues to note:
  - Address HQT issue for CTE teachers – Federal issue
  - Clarify role of SBE versus local school boards in awarding academic credit for CTE courses, especially those considered 4<sup>th</sup> year math, and encourage more aggressive processes to get courses approved - Done
  - Encourage revision of administrative code (R72-302 item f) to allow one credit of fine arts AND/OR vocational education, and other revisions as needed – Currently allowed

# Next Steps

- Create timeline/ chart of long term framework and plan
- Incorporate results of research plan into long term framework and plan